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ABSTRACT

A mailout questionnaire was used in a study which focused on three areas of inquiry: (1) Needs assessment for job placement programs in public schools as viewed by superintendents of school districts and vocational administrators of occupational programs, (2) assessment of the perceived and established benefits of a placement program from the viewpoint of superintendents, vocational administrators, and placement program personnel, and (3) criteria standardizations of placement programs to provide administrators at the State and local levels of education data for making management decisions. Subjects were the 1,156 independent school district superintendents in Texas, the 236 vocational administrators of occupational programs in those districts, and the placement service program coordinators in the 32 schools operating placement programs. Response from each group was over 70%. Based on the study, several criteria appear to be factors in determining the priority on which applicants for employability skill development and job placement services should be evaluated. These include likelihood of administrative support, availability of facilities, high dropout ratio, urban and larger school districts, availability of vocational teaching units, schools demonstrating other areas of need such as low placement, commitment of local school districts to provide partial funding, and districts willing to abide by State guidelines to insure a uniform statewide effort. It is concluded that there are considerable perceived needs for and favorable attitudes toward the benefits of a placement program. Appendixes contain the research methodology, sample description, sample recovery, survey instruments, and followup contact letter. (TA)

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JOB PLACEMENT SERVICES RESEARCH STUDY

Conducted

By

North Texas State University

Department of Occupational Education

Pat N. McLeod, Ed.D., Project Director

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Performed in Cooperation with the

Division of Occupational Research and Development

Department of Occupational Education & Technology

Texas Education Agency

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Preface

During the past four months North Texas State University, Department of Occupational Education, has conducted a study of placement programs and the elements which create a need or demand for these services.

The results of our efforts are contained in this document.

Special thanks are due to members of the research team for their valuable assistance and dedicated efforts throughout all phases of the project.

A special recognition should be accorded to Mr. Harry K. Thornton, Department of Occupational Education and Technology, Texas Education Agency, for his consultant services and assistance provided in this research endeavor.

Finally, I am especially indebted to all persons who responded to the interviews. Without their help this research task could not have been accomplished.

Pat N. McLeod

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Project Director

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Chapter I

Introduction

Background

Employability skill development and job placement services are designed to assist students who desire or need help upon termination or interruption of their formal education to be placed on a job in the area of their occupational training.

Leaders in the field of vocational education emphasize it is the school's responsibility to provide job placement services. It is their belief that "Every secondary school should be an employment agency." Acknowledging this fact, Congress and the Texas State Legislature appropriated funds to provide financial assistance to schools who desire help in providing job placement services to students leaving school.

Since the appropriated funds first became available, various schools throughout the state are providing employability skill development and job placement services.

Situation Analysis

In order to place this evaluation in perspective, this section presents a situation analysis, i.e., the current status and extent of various aspects of placement services. This will make the analysis and recommendations in the following sections more meaningful for the reader.

During the 1975-76 school year, 1,156 independent school districts existed in Texas, of these, 236 schools provided vocational administrators of

occupational programs, and 32 schools were operating placement programs or providing placement services.

In this section, an overview of the placement programs, vocational administrative staff in public schools, student referral and job placement process, availability and usage of community resources, employment opportunities, and a summary of placement program effectiveness will be presented. The findings are representative of 71% of the total independent school district superintendents, 76% of the public school occupational program administrators, and 72% of the placement service program coordinators in Texas.

A. Placement Service Programs

At the time of this study, 15 schools were operating funded placement service programs and 17 other schools were known to be providing placement services in a variety of school settings including secondary and post-secondary institutions. Placement service programs were found in both large and small schools and in rural, suburban, and urban areas. Fifty percent (50%) of the programs had been in operation for less than one year, 20% less than two years, 25% had been providing placement services for three to four years, and one program (5%) had been operating five years.

The implementation of placement programs in public schools has expanded rapidly since the financial assistance was first made available and plans for continued expansion of the program exist. However, to date, planning and implementation of these programs have not been based on a systematic anaylsis of the need for such programs and the factors which may create a demand for those services.

B. Vocational Administrative Staff

The definition of vocational administrative staff for the purpose of this study includes: vocational directors; vocational supervisors; and vocational counselors.

1. Independent School Districts - From the survey of superintendents of independent school districts, the results indicate 22% of the total school districts in Texas employ a vocational director. Vocational supervisors were available in 8% of the districts, and 28% of the districts had vocational counselors among their vocational administrative staff.

2. Occupational Programs with Vocational Administration - Eighty-eight percent (88%) of these schools had a vocational director, 27% provided the services of vocational supervisors, and vocational counselors were found in 86% of the schools.

   Fifty-five percent (55%) of the vocational administrators interviewed did not consider the organization and staffing of their schools adequate for achieving student placement goals and objectives.

3. Placement Programs - Vocational directors were present in 96% of the schools with placement programs. Vocational supervisors were present in 74% of the schools and 91% employed vocational counselors.

   Thirty-nine percent (39%) of the placement personnel did not consider the organization and staffing of their schools adequate for the achievement of placement goals and objectives. The reason mentioned most often was the need for additional staff in order to devote more

time to placement activities. Additional staff requests included employability skill development teachers, vocational counselors, and persons to perform secretarial duties.

Placement personnel believe placement goals had suffered most due to inadequate staffing in the area of job placement of students. The need for additional funds or facilities was cited most often as the solution to the problem.

C. Student Referral Process

Table 1 presents a comparison of student areas viewed by vocational administrators and placement personnel when considering a student for a job.

As the table indicates:

. Job placement personnel place slightly more emphasis in the areas of the student's occupational training and counselor recommendations than vocational administrators.

. Vocational administrators put more consideration on student tests, grade point average, and student desires when referring a student for a job than placement personnel.

D. Student Job Placement

1. Comparison of Schools with Occupational Program Administrators and Schools with Placement Programs - Table 2 summarizes the job placement rate for students during the 1975-76 school year between schools with occupational program administration and schools providing placement service programs by the mean number of students placed in

Table 1

Student Job Referral

Mean Comparison Among Schools with Occupational

Program Administrators and Schools with Placement Programs

(Scale of 0-100)

Referral Procedure	Mean Score	
	Occupational Programs	Placement Programs
Area of Training	40.0	49.1
Tests	9.0	6.7
Grade Point Average	9.4	5.3
Counselor Recommendations	10.8	14.7
Student Desires	36.6	33.8

Table 2

Student Job Placement for 1975-76 School Year

Mean Comparison Among Schools with Occupational

Program Administrators and Schools with Placement Programs

(Scale of 0-100)

Employment Situations	Mean Number	
	Occupational Programs	Placement Programs
Placed in area of training	46.1	53.1
Placed in related area of training	21.6	16.0
Placed in area not related	15.1	5.8
Placed but not trained	9.0	14.8
Not placed but trained	12.6	8.1
Not placed, no training	11.1	12.2

specified employment situations.

As the results indicate, very little differences occurred among the two subgroups in the number of students placed or not placed in employment situations. However, placement programs were more successful in placing students who had received occupational training on a job than occupational programs.

2. Comparison of 1974-75 School Year and 1975-76 School Year of Schools with Placement Programs - An increase in the number of students placed in employment situations did occur in schools with placement programs for the 1975-76 school year as outlined in Table 3.

The findings are:

- More students were placed on jobs in 1975-76 in the area and related area of their training.
- There was a decrease in the number of students who were trained but not placed in jobs during the 1975-76 school year.

E. Community Resources

Placement program personnel were asked to identify community resources available to their districts, their use of these resources, and their perception of the degree of utilization of these resources prior to the organization of the placement program.

Table 3

Student Job Placement

Mean Comparison for the 1974-75 School Year and

1975-76 School Year of Schools with Placement Programs

(Scale of 0-100)

Employment Situations	Mean Number	
	1974-75 School Year	1975-76 School Year
Placed in area of training	49.1	53.1
Placed in related area of training	15.3	16.0
Placed in area not related	8.7	5.8
Placed but not trained	8.5	14.8
Not placed but trained	13.6	8.1
Not placed, no training	14.2	12.2

The following community resources were identified and rank ordered by frequency of mention as presented in Table 4.

Seventy-one percent (71%) of the respondents denoted a usage of all available community resources in their areas since being in the placement position.

Prior to the organization of a placement program in their school districts, respondent perception were:

- 24% of the schools were using none of the available community resources.
- 35% said some community resources were being utilized.
- 18% felt all available community resources were being used but not to as great extent as now.
- 18% believed the placement program had not changed the utilization of available community resources in their districts. All were being used prior to the program.

F. Employment Opportunities

Placement programs were located in rural, suburban, and urban areas throughout the state; therefore, area employment opportunities varied also.

Table 5 identifies by occupational clusters the availability of employment opportunities mentioned by placement program personnel in their areas.

Table 4

Availability of Community Resources

(Rank Ordered by Frequency of Response)

	Percentage (%)	Number Responding
Aggregate Base	100	23
Texas Employment Commission	65	15
Community Service Groups	35	8
Chamber of Commerce	30	7
CETA Programs	30	7
Educational Institutions	30	7
Youth Manpower Programs	26	6
Texas Rehabilitation Commission	22	5
Civic Organizations	17	4
Community Merchants/Businesses	13	3
Employment Agencies	9	2
News Media	9	2

Table 5

Placement Program Employment Opportunities

	Percentage (%)	Number Responding
Aggregate Base	100	23
Agriculture and Agribusiness	5	1
Arts and Humanities	5	1
Business and Office	52	11
Communications Media	10	2
Construction	52	11
Health	19	4
Home Economics	5	1
Leisure (Recreation, Hospitality, Tourism)	5	1
Manufacturing	43	9
Marine Science	5	1
Marketing and Distribution	38	8
Natural Resources and Environment	5	1
Personal Services	33	7
Public Service	24	5
Transportation	19	4

As the table displays, business and office, construction, manufacturing, marketing and distribution, and personal services were the predominate employment opportunities available in the placement program districts.

1. Manpower Needs Data - Most placement program respondents obtained manpower needs data from the Texas Employment Commission or other government resources, Chamber of Commerce, personal contacts with employers, or through the news media.

   These same resources were being utilized by 70% of the school districts prior to the implementation of placement programs.

   Of the 30% who are using different methods of obtaining the manpower needs data since the inception of the placement program indicate the results have been:

   . Increased job placement for students (33%)

   . Easier to identify local manpower needs (33%)

   . A more systematic approach of obtaining the data (17%)

   . Efforts for obtaining the data are now being made (17%)

2. Employee Contacts - In Table 6, a list of procedures used by placement program personnel in making arrangements with employers for student job placement is displayed.

   Prior to placement programs in these school districts, 28% of the schools did not make any employer arrangements, 40% used different procedures than are currently being used, 11% used the same procedures but on a much lesser scale, and 11% indicated the placement

Table 6

Employer Contact Procedures

	Percentage (%)	Number Responding
Aggregate Base	100	23
Personal contacts	39	13
Telephone	18	6
Mail or letter	15	5
Employer visits campus	6	2
Job orders or job lists	6	2
Arrange student interviews	6	2
Follow-up procedures	9	3

program had not created any change in employer arrangement procedures.

Employer arrangements were the responsibility of pre-employment teachers, vocational counselors, vocational supervisors, or other vocational staff prior to the employment of a job placement person.

G. Job Placement Program Effectiveness

This study has examined the experiences of 23 placement personnel who have been responsible for placement activities for less than three months up to five years.

Due to the diminutive number of placement programs, and the fact that 50% of the programs have been in operation for less than a year, no statistical value can be placed on the findings; but rather generalizations may be made toward the group and their opinions or attitudes concerning the effectiveness of placement programs. To measure the true effectiveness of placement programs would require an additional evaluation of the opinions and attitudes of those whom the program is designed to serve: the students and the community.

Utilizing placement personnel's experiences as the mechanism for furnishing program administrators with feedback, some insights can be gained into perceptions of program effectiveness and changes that might be introduced from the viewpoint of placement program personnel.

In this subsection, a review of three items will de discussed:

1. What are the benefits of a placement program?
2. What elements influence these benefits?
3. What changes might be introduced to further enhance placement programs?

1. Benefits of a Job Placement Program

a. Job Placement of Students - The main goal of a placement program is to provide assistance to students who desire or need help upon termination or interruption of their formal education to be placed on a job in the area of their occupational training. The data showed placement programs were more successful during the 1975-76 school year in placing students in the area of their training than the previous school year. Also, placement programs were more successful in this aspect than schools which provide only occupational program administrators. Twenty-seven percent (27%) of the schools providing placement services placed 80% or more of their students in positions in the area of their training compared to 9% of the schools with only occupational administrators.

b. Influenced Students to Remain in School - Another benefit emerging from the data was the influencing of students to remain in school. Seventy-eight percent (78%) of the responding placement personnel believed placement programs

had influenced students who were potential drop-outs to remain in school.

c. Structured and Systematic Approach to Activities - As a result of the program, it appears to have created better coordination and direction of activities. All placement personnel reported some improvement in this area and 39% felt there had been definite improvement.

With a rising concern for accountability of educational programs, the need for accurate reporting and evaluation is necessary. As a result of a more structured approach to this need, 59% of the placement personnel believed there had been definite improvement in this area.

Follow-up and follow-through of former students is another means of accountability. All placement personnel believed improvements have resulted in this area due to a more organized procedure of obtaining the data.

All placement personnel believe better or more student counseling is being provided as a result of better coordination of activities.

Twenty-eight percent (28%) believe there has been definite improvement since the program's inception.

Again, all placement personnel see improvement in the area of employer cooperation with schools. Utilizing a more systematic approach in contacting employees has netted more job orders and job placement of students.

2. Influential Elements

a. Student Referral and Placement Process - Placement personnel believe successful job placement can be attributed to referring a student for a job in the area of his training and through the student's expressed desires. This combination, in all probability, allows for a continuing relationship with the employer and job success for the student.

Fifty-six percent (56%) of the respondents indicated placing first emphasis on a student's area of training for a job referral was a procedure developed as a result of the placement program. One-third (33%) responded considering student desires as a necessary referral procedure was a result of the program. It appears to be a successful process as more students were placed in employment situations and on jobs in the area of their training during the 1975-76 school year than the previous year.

b. Community Resources - Seventy-one percent (71%) of the placement programs were utilizing the services of all available community resources in their area. Prior to the organization of a placement program within the schools, only 18% reported all community resources were being used. Utilizing the services of these organizations has provided a more coordinated effort toward achieving placement goals.

c. Manpower Needs Data - Although the data did not indicate the methods of obtaining and using manpower data had changed significantly as a result of placement programs, it did

project a need for this data for increased job placement rates of students and to identify the local manpower needs for program development.

d. Vocational Administrative Staff - As 96% of the placement programs had a vocational director, 74% had vocational supervisors, and 91% of the schools provided vocational counselors, it would appear that an adequate vocational staff for assistance is an influencing factor toward placement program effectiveness.

3. Program Recommendations

Some of the issues and problems which have been identified by placement program people are treated briefly here and couched in terms of possible recommendations for program changes:

a. All student populations should receive the services of a placement program. Ninety-six percent (96%) of the placement personnel maintain this belief.

b. Additional funds for more staff or equipment to better service the student is needed. This need is perceived by 48% of the placement personnel.

c. The programs should be on a 12-month basis in order to better serve the student and business community (13%).

d. A job application unit should be included in the program instructing all phases of job seeking (13%).

e. Placement programs should become a part of the overall State Plan of Education and receive permanent state financing (13%).

f. Definite state guidelines for placement programs to follow in order to provide a unified effort throughout the state should be developed (7%).

g. Administrative support in the recognition that placement is an important and essential part of the school system (7%).

In summary, placement programs seem to have generated on the net some rather positive outcomes. The increased number of student placements can be used as criteria of success for this program. However, the experiences of the placement personnel also suggest that modifications and changes could be made to further enhance the value of the programs for future students.

This study indicates placement programs have been effective and through responsive changes may continue to have an impact not only upon students and society but also upon the accountability of our educational system.

Chapter II

Study Objectives

The purpose of the study is two-fold: to provide a systematic analysis of the need for employability skill development and job placement services; and through techniques of analysis, identify factors which create a demand for these services and activities. To accomplish this task, an indepth view into elements which may create a need or demand for placement programs was undertaken. Among the questions answered through the current research effort are the following:

1. To what extent is there a perceived need for job placement programs?
2. Why are job placement programs needed?
3. Why are job placement programs not needed?
4. What population of students should receive placement services?
5. Should there be full-time employment services for every boy and girl in every school throughout the country?
6. Should every secondary school be an employment agency?
7. Whould vocational educators have the responsibility for placing students in a job related to their area of training?
8. Should job placement be included within the definition of vocational education?
9. Would a placement program influence students to remain in school?

10. Can placement programs be beneficial to useful homemaking students?

11. What are the perceived benefits of a placement program?

12. Is there a relationship between school district size and the need for job placement programs?

13. Is there a relationship between the number of vocational programs offered and the need for a job placement program?

Chapter III

Executive Summary

Overview

The purpose of this chapter is to highlight the findings of the statewide survey which are described in greater detail in Chapters I and IV.

Study Objectives

The purpose of this study is two-fold: to provide a systematic analysis of the need for employability skill development and job placement services; and, through techniques of analysis, identify factors which may create a demand for these services and activities.

Methodology

The methodology included a mailout questionnaire to all public school superintendents, vocational administrators of occupational programs, and placement program personnel. Follow-up contacts were made with respondents who did not return a questionnaire from the initial mailout. This resulted in a very high response rate and insured that the views expressed in this study were representative of the universe of interest. A total of 1,019 interviews (representing 72% of the initial sample) were completed by respondents between mid-May and mid-July 1976.

Current Placement Program Effectiveness

Due to the relatively small number of placement programs, and the fact that 50% of the programs have been organized for less than one year, it was not

possible to state with statistical certainty that placement programs have been extremely successful in achieving their goals and objectives, and to predict success on a larger scale if programs were expanded to other districts. However, the program has generated some rather impressive outcomes in the relatively short period it has been in effect.

1. There has been a dramatic increase in the number of students placed, particularly in positions in their area of training.

2. Placement personnel stated almost universally that the program had a positive effect of encouraging potential school dropouts to remain in school.

3. Placement programs have provided a more systematic and structured approach, which has resulted in more efficient and improved coordination and direction of placement related activities within the school.

4. Even though the program has been in effect a very short time and personnel are still familiarizing themselves with the program, some impressive elements have evolved. Such innovations would provide important inputs for newly established placement programs and reduce the "learning curve" even more.

Need for Job Placement Program

Questions were asked in an effort to measure the degree to which public school superintendents and vocational administrators perceive a need for job placement programs in their school district. There are several key findings:

1. Seventy-nine percent (79%) of the vocational administrators and slightly more than half (51%) of the superintendents said a need for a placement program in their district exists.

2. The perceived need is most pressing in the larger urban areas.

3. The more vocational teaching units available in a district the more likely respondents were to perceive a need for job placement programs.

4. Nearly nine out of ten respondents expressed the need for a comprehensive program universally available, regardless of school size, or the student's area of training. Eighty-seven percent (87%) of the superintendents, 88% of vocational administrators, and 96% of the placement personnel see a need for placement services for all students.

5. Superintendents in urban areas, with larger enrollments, and those with higher levels of education were more likely than others to agree with the statement there should be full-time employment service in every school for every boy and girl and that every secondary school should be an employment agency.

6. Respondents from urban and large school districts were more likely to agree it is the vocational educator's responsibility for placing students in jobs related to their training.

7. More than 65% of the respondents believe job placement should be included within the definition of vocational education. Again, this belief was strongest in the urban and larger school districts.

Benefits of Job Placement Program

The survey identifies various benefits of a placement program in terms of perceived (by superintendents and vocational administrators) and established benefits (placement program personnel). Key findings include:

1. Sixty-three percent (63%) of the superintendents and 86% of the vocational administrators felt a placement program would influence students to remain in school, while 78% of the placement personnel felt this was an established benefit of a placement program.

2. The majority of the respondents believe all students should receive and could benefit from a placement program including useful homemaking students. The perception that such students have "employable and marketable skills" and "desire and need" placement services was stated by more than 75% of the respondents.

3. Fourteen benefit elements were rated on a five-point scale as to how much improvement would or had occurred as a result of a placement program. Among the important findings from this part of the survey were the following:

   . Superintendents perceived the greatest improvement in: placement of students; follow-up and follow-through of former students; counseling; relevance of training in real-world working conditions; and administrative support of the program.

- Vocational administrators perceived there would be substantial improvement in: placement of students; follow-up and follow-through of former students; accountability reporting and evaluation; coordination and direction; and cooperation of employers.

- Placement personnel observed the most improvement in the areas of: placement of students; coordination and direction; accountability reporting and evaluation; cooperation of employers; counseling; and follow-up and follow-through of former students.

Criteria Standardization

Based on this study, several criteria appear to be important factors in determining the priority upon which applicants for employability skill development and job placement services should be evaluated. Criteria might include:

1. Likelihood of administrative support.
2. Availability of facilities.
3. High drop-out ratio.
4. Urban and larger school districts.
5. Availability of vocational teaching units.
6. Schools demonstrating other areas of need - low placement, etc.
7. Commitment of local school districts to provide partial funding.

8. Districts willing to abide by state guidelines to insure a uniform statewide effort.

Conclusions

This chapter has highlighted the findings reported in more detail in other chapters of this report. There appears to be considerable perceived need for and favorable attitudes toward the benefits of a placement program. The findings of this study can give direction to implementing more effective programs now and in the future.

Chapter IV

Analysis

Three areas of inquiry were covered in this study. First, and perhaps most important, was the assessment of the need for job placement programs in public schools as viewed by superintendents of school districts and vocational administrators of occupational programs.

A second facet of the study was an assessment of the perceived and established benefits of a placement program from the viewpoint of the three population groups: superintendents, vocational administrators, and placement program personnel.

The third area of inquiry focused on criteria standardizations of placement programs to provide administrators at the state and local levels of education data for making management decisions.

Need for Job Placement Program

A. Extent of Perceived Need

Respondents were asked "Do you believe there is a need for a job placement program in your school district?"

1. Superintendents - Slightly more than half (51%) said such a need exists, while 49% felt such a program is not needed.

   Further data analysis revealed that some districts are significantly more likely than others to favor such programs:

   . 73% of the suburban and urban district superintendents for such a program, compared to 45% of those in rural districts (chi square significance exceeds .0001.)

. The larger the student enrollment the more likely there is to be a need for such a program:

Table 7

Need for Job Placement Program

by Student Enrollment (Superintendents)

Average Daily Attendance	Percent in Favor	Number Responding
5,000 or less	41%	328
5,001 to 12,500	71%	29
12,501 to 25,000	83%	20
25,001 or more	100%	18

These group differences are statistically significant beyond the .001 level. The perceived need is very pressing in the larger districts. As placement implementation priorities are set, or established, there is a ready and willing market among the larger districts. And even in the smallest districts, virtually half the superintendents believe they need a placement program. It may be that the superintendents in rural areas perceive the job market within their district boundaries is limited (the data presented in subsection C tend to support this hypothesis) and, therefore, a job placement program would not be too helpful. However, if placement programs in rural districts were developed that tapped job markets in nearby urbanized areas, the perception of lack of need could change substantially.

. Districts with families having lower incomes were no more likely to feel the need for placement services than districts with higher incomes; both being at 51% favoring such programs.

. The level of education of the respondents was significantly related to the perceived need for placement programs (.001 level of chi square significance):

Table 8

Need for Job Placement Program by

Educational Degree of Superintendent

Degree	Percent Favoring	Number Respondents
B.A.	23%	3
M.A.	49%	326
Ed.D.	72%	34
Ph.D.	67%	18

. Differences in number of years in education had little bearing in superintendent support for job placement program.

2. Vocational Administrators - This group was much more likely than the superintendents to indicate the need for a job placement program in their district. (79%, compared to 51% among superintendents).

Support was high regardless of whether administrators were from rural, suburban, or urban districts; and regardless of average daily attendance (larger districts indicated a need more often than smaller districts, but differences are not statistically

significant). Affluences of the area made no difference in the likelihood to state a need; neither did the vocational administrators' level of education.

One variable that did reveal significant differences was when the total number of vocational teaching units was considered. The table below shows this, with the differences being significant at the .04 level:

Table 9

Need for Job Placement Program by

Vocational Teaching Units (Vocational Administrators)

Total Vocational Teaching Units	Percent Favoring	Number Respondents
1-24	73%	86
25-54	87%	34
55-74	100%	6
75 or more	100%	10

Thus, the more units being taught, the more likely the respondent is to feel the need for a job placement program.

The additional emphasis on the need for job placement felt by administrators compared to superintendents might be expected. The administrators would naturally tend to desire a strengthening of current programs. On the other hand, superintendents may be somewhat aloof of the situation and therefore less likely to perceive the need even when one exists. The "real" level of need probably lies somewhere between these two sets of responses--if mid-way between, the need would be at about 65%.

B. Why Superintendents and Vocational Administrators Believe Job Placement Program is Needed in Their District

Both groups were asked why they felt a placement program was needed. The same categories were used for both superintendents and vocational administrators so that true comparisons could be made of their responses. Major differences between the groups exist, as shown by the analysis below. A sample of verbatim reponses is provided with each response category, along with percentages of each group.

1. Locate Jobs: "To give students direct help in finding suitable work." / "To help employable students, and to get them jobs." / "There are few jobs for many, many students."/

   This was the primary response among both groups, but vocational administrators were much more likely to cite it as a reason (21%, compared to 12%).

2. Need a Qualified Person: "Need one person responsible for this who can devote full-time toward meeting this great need of students." / "A person with direct contact with employers and with full-time responsibilities for placement could be extremely effective." / "Counselor already has a full load without this work."/

   Ranked eighth by superintendents (1.8%), this was the second most frequent reason cited by vocational administrators (17%). Vocational administrators acutely perceive the need for personnel who can spend full time with job placement.

3. Include All Students: "Vocational graduates and others need the help of a responsible adult for that first job." / "Very valuable

service that we could be providing for all high school graduates." / "Because of the time endured, this should be for all students."/

Ranked third by vocational administrators (8%), it ranked ninth among superintendents (1.5%).

4. Community Liaison: "This is a way to get students with employees as well as it being a liaison effort within the community. We have a lot of requests for this type of service from industry."/

Ranked sixth by superintendents (2.6%), it was the fourth most frequently given reason by vocational administrators (7%).

5. Coordinate School and Real Work: "It would culminate the cycle from training to employing." / "To give students a positive introduction to the world of work."/

Both groups ranked this fifth, but because of the larger percentage of vocational administrators who favor job placement in the first place, the percentage giving this reason is greater (5.4% compared to 2.6%).

6. If Could Manage Due to Small Size of Schools: "Size of school would be a factor." / "If we are large enough and had a qualified person to handle program." / "Only on a part-time basis--rural areas."/

This was cited by 2.4% of the superintendents (seventh ranking), and 4.6% of the vocational administrators.

7. Important Part of Vocational Training: "Job placement is one of the most important segments of vocational training."/

This was given by nearly equal percentages of both groups (4.2% of the superintendents and 4.6% of the vocational administrators), but was the second most frequent reason cited by the superintendents.

8. Make Students Aware: "Students are not aware of employment opportunities." / "Increase student awareness of job opportunities." / "Students are often not aware of job opportunities."/

   Ranked fourth by superintendents (3%), it was eighth among the vocational administrators (1.5%).

9. Help Keep Students In School: "Help drop-out problem, aid students to help themselves." / "To help potential drop-out students stay in school."/

   Mentioned by 3.5% of the superintendents (third place), this reason was given by less than 1% of the vocational administrators.

10. Other Responses: "School involvement in the job placement programs is very essential to the effectiveness of a vocational program." / "Should be part of school's function." / "If it is optional." / "Help more students' needs."/

    Sixteen percent (16%) of the vocational administrator respondents came into this general category, compared to 14% of the superintendents.

In summary, a wide range of responses was given in support of a placement program. Many respondents alluded to the need for a comprehensive program, not limited to a small number of students, but one that is universally available regardless of school size or the students' areas of training.

The superior ability of a job placement program over other current programs in locating jobs for students was the most frequent mention for both groups. Insuring having a qualified person to do the job was the second most frequently given reason given by vocational administrators, but ranked a slow eighth position among superintendents. The feature of having a program that would be available to all students was cited much more often by vocational administrators than superintendents. Provisions for community liaison was ranked about the same by both groups, as was the likelihood that such a program would better coordinate school activities with the real work world. The qualified "yes" by those who feel small school size might be a determining factor achieved about the same ranking among both groups.

The feeling that placement is an important element was ranked seventh by vocational administrators, but second by superintendents. It may be that this was so obvious by vocational administrators, and thus not even mentioned, while from the superintendents perspective it was a salient reason, and one that they are very conscious of.

Making students aware of their employment opportunities was ranked eighth by vocational administrators, but fourth by superintendents. Again, the vocational administrators may not have mentioned this more often because to them it is a program element that they simply take for granted, while among superintendents their lack of involvement in such programs caused this higher ranking. The same thing may have caused superintendents to be more likely than vocational administrators to cite "helping keep students in school."

Both groups, however, share the same core of central reasons why there is a need for job placement programs in their school district.

C. Why Respondents Believe Placement Programs Not Needed

This group gave a number of reasons why they felt a placement program was not needed. Responses were grouped into eight major categories as follows:

1. Schools/Community Too Small: "We are not really large enough to warrant expenditure." / "Town is small and there would not be enough jobs for placement." / "Small school." / "Size and type of community."/

   This reason was cited most frequently by superintendents (20%) but only by 1.5% of the vocational administrators.

   There were more responses in this negative category than any others. It is significant, however, that the responses were not anti-placement program per se, but rather it appears respondents felt circumstances of small school size and/or small community size would preclude them from being able to have a viable program.

   If a placement program could be developed that were sensitive to these special circumstances, this would and undoubtedly alter the views of many, particularly in less urbanized areas, to be supportive of the concept.

2. Current Administrators are Adequate: "This can be performed very well by counselors or teachers." / "Vocational agriculture and on-job training (co-op) takes care of this area." / "Vocational instructors and counselors perform this function." / "Our vocational instructors have ample time to work in this capacity."/

This reason was cited by 12% of the superintendents, and by 9% of the vocational administrators, where it was the number one negative response.

There appears to be a perception that current counselors and teachers are already performing many of the functions of a job placement program. It would be valuable to survey such personnel to determine: a) if they feel they have the time and are in a position to adequately take care of job placement; b) if the placement services they offer are based on program criteria that would allow for a meaningful comparative analysis.

3. No Industry or Jobs in the Area: "People have to leave here for jobs." / "There is not enough industry. Most students work out of district after graduating."/

While cited by 3.5% of the superintendents, only 1.5% of the vocational administrators gave this reason.

Given as a reason for not needing a job placement program, these respondents have perhaps unintentionally pinpointed a need for a job placement program tailored to the special needs of less urbanized areas. How do graduates living in such areas locate work outside their district? Could a state program assist such students in locating work opportunities in more urbanized areas? The negative response may be one against perceptions of current programs that have simply not addressed the special needs of many districts. It is doubtful that local resources are currently able to identify potential job markets

outside the district, except in a very generalized way. Further research may be warranted to answer these questions.

4. No Need/Demand: "Not enough need." / "No known demand." / "Most are employed on farms." / "50% go to college, others--boys to into farming or out in oil fields, girls get married." / "Do not see the need in our area."/

   Four percent (4%) of the superintendents gave this as a reason, but just 1.5% of the vocational administrators did.

   Again, research including that conducted among students would be a means of verifying the validity or invalidity of the "no need" claim. The degree of need should be established through properly designed research methodologies.

5. Ample Employment/Job Opportunities: "Easy to find jobs." / "Employment opportunities are great." / "We have no trouble in placing our vocational students. Industry in our area has created a demand for them."/

   Less than one percent (1%) of the vocational administrators gave this as a reason for no need, compared to 2.4% response by the superintendents.

   Again, further research (such as an analysis of district records relative to placement) to determine the validity or invalidity of these perceptions seems warranted.

6. Students Find Own Jobs: "Most students have placed themselves prior to graduating."/

About two and a half percent (2.5%) of the superintendents gave this reason, but not a single vocational administrator mentioned this.

While the number of respondents giving this answer is small, the response prompts another question and that is, "What about the students unable to place themselves?" Since no one can argue with another perception, it would be valuable for the state to study the degree to which students are actually able to place themselves in trained-related jobs.

7. K-8 School District: The third largest negative response was that since the school district handles only grades K through 8, they felt no need for the program. This was the case with 20 respondents. Eliminating these respondents from the sample would mean that a slight majority of respondents directly affected by such programs feel there is a need for job placement programs.

8. Other Negative Responses: Responses such as "Students working would have a problem with travel" and "We are getting too many facets in education already" were placed in this general negative category. There were 12 responses in this category.

In summary, the reasons given for opposing a placement program within school districts were varied. Many of the respondents felt their peculiar circumstances would not make it feasible to have a program, rather than being opposed to placement programs per se. Others felt there simply is no need and further research would appear needed to verify the validity of those concerns.

D. Students Who Should Receive Placement Services--All Students, Vocational Students Only; Useful Homemaking Students?

1. Superintendents - These respondents were asked "In your opinion, what students should receive placement services? All students, or vocational students only?" They were also asked, "Do you believe useful homemaking students could benefit from a placement program?" Positive responses were:

Table 10

Populations Who Should Receive Placement Services

(Superintendents)

Population Groups	Percentage Favoring
All students	87%
Vocational students only	13%
Useful Homemaking students	75%

The finding that nearly nine out of ten superintendents see a need for placement services for all students appears to be a significant finding; and the finding that three of four believe useful homemaking students could also benefit from such a program is a positive finding. The question is, in those areas where superintendents said there was no need for a job placement program, do they have the manpower to provide placement services for every student? If not, the need for such a program may be greater than what they perceive.

2. Vocational Administrators - Vocational administrators were asked

the same questions as the superintendents, and affirmative responses were as follows:

Table 11

Populations Who Should Receive Placement Services

(Vocational Administrators)

Population Groups	Percentage Favoring
All students	88%
Vocational students only	12%
Useful Homemaking students	76%

Their answers were within a single percent of that given by the superintendents on all three items.

3. Placement Program Personnel - Placement program personnel were asked the same questions as the other target groups: should placement services be provided to all students; vocational students only; could useful homemaking students benefit? The findings were:

Table 12

Populations Who Should Receive Placement Services

(Placement Programs)

Population Groups	Percentage Favoring
All students	96%
Vocational students only	4%
Useful Homemaking students	87%

a. From the viewpoint of almost all placement personnel, all students should receive placement services. When asked to elaborate on this belief, their responses were categorized and are presented below along with some of their verbatim responses and tabulations.

1) General Education Students Need Assistance: "Actually, general education students have more difficulty than vocational students in finding employment." / "Students who have not had the advantage of vocational skills are just as much in need, if not more in need, of these services." / "Many students with no vocational skills choose not to go to college and need placement assistance."/

Number of respondents: 5

Frequency of responses: 23%

2) Helps Students Identify With World of Work/Career Choice/ Society: "Because we have many, many students that don't make career decisions in high school and these students will benefit from a placement program." / "Because someday all of them will end up in the world of work." / "These youngsters need help in getting a good start. Some initial efforts of guidance may help them find a more useful and productive place in society."/

Number of respondents: 3

Frequency of responses: 14%

3) Responsibility to All Students Equal: "We are here to help all students." / "All students are equal." /

"Education and its services should be available to all students."/

Number of respondents: 7

Frequency of responses: 32%

4) Need Knowledge of Job Application Procedures: "Learn job attitude, application, how to apply for work."/

Number of respondents: 2

Frequency of responses: 9%

5) Salable Skills: "94% of them have salable skills and based on my employer survey they would benefit from what we offer in our placement services."/

Number of respondents: 1

Frequency of responses: 5%

6) Accountability Purposes: "Accountability has become popular and job placement is the truest form of accountability. We owe this responsibility to the employers as well as the students."/

Number of respondents: 1

Frequency of responses: 5%

7) Other Positive Responses: All responses not categorized in the above categories were placed in this general area.

Number of respondents: 3

Frequency of responses: 14%

b. Almost nine out of ten (87%) placement personnel believe useful homemaking students could benefit from placement programs for the following reasons:

1) Beneficial For All Students: "All students will benefit from a placement program." / "To the same extent that any other graduates could benefit." / "All students should have the use of the placement services."/

Number of respondents: 8

Frequency of responses: 36%

2) Desire/Need Placement Services: "Those with lesser skills often need more job finding guidance." / "Many want ot work or desire placement in training programs."/

Number of respondents: 4

Frequency of responses: 18%

3) Employable/Marketable Skills: "The students in the homemaking area have developed certain skills and knowledge and these skills can be employable." / "Careers in cooking, home management, and other phases of homemaking can be pursued." / "Skills taught in these courses are in demand and marketable in this community."/

Number of respondents: 7

Frequency of responses: 32%

4) Other Positive Responses: All responses not categorized in previous categories.

Number of respondents: 1

Frequency of responses: 5%

Due to such positive findings, no major differences occurred among subgroups. It is the belief by the majority of placement program personnel that all students should be afforded placement services regardless of their educational background.

E. Development of Full-Time Employment Services in Every School

Superintendents were asked how strongly they agreed or disagreed with the following statement: "The next thing that I think is going to happen in every school in this country is the development of full-time employment services for every boy and girl in school." The statement itself takes the case in the extreme - every school in the country... for every boy and girl in school. Not surprisingly, the aggregate response for all superintendents was as follows:

Table 13

Development of Full-Time Employment Services in Every School (Superintendents)

Response Category	Percentage of Responses
Strongly agree	3.9%
Agree	21.3%
Disagree	55.9%
Strongly disagree	18.9%

There were some significant differences between particular subgroups:

. Superintendents in urban areas were much more likely to agree with this statement than those in suburban or rural areas (41% to 33% to 23%, respectively, significant at .006 level).

. The greater the average daily attendance of the district, the more likely the superintendents were to agree:

Table 14

Development of Full-Time Employment Services in Every School By Average Daily Attendance of School District (Superintendents)

ADA	Percentage Agree	Number of Respondents
5,000 or less	23.3%	160
5,001 to 12,500	27.5%	11
12,501 to 25,000	41.7%	10
25,001 or more	61.1%	11

. The better educated the superintendents, the more likely they were to agree:

Table 15

Development of Full-Time Employment Services in Every School By Level of Education (Superintendents)

Degree	Percentage Agree	Number of Respondents
B.A.	16.7%	2
M.A.	24.5%	162
Ed.D.	37.0%	17
Ph.D.	44.0%	11

F. Secondary Schools as Employment Agencies

In order to get another idea of how superintendents feel about placement

services, their response was obtained to the following agree-disagree statement: "Every secondary school should be an employment agency." About 28% agreed with this statement. The aggregate response was:

Table 16

Secondary Schools as Employment Agencies

(Superintendents)

Response Category	Percentage of Responses
Strongly agree	4.5%
Agree	23.3%
Disagree	44.0%
Strongly disagree	28.2%

As with responses detailed in the above section (E) of the report, there were significant differences by various subgroups:

. A majority of superintendents in urban districts agreed with the statement, as shown by the table below:

Table 17

Secondary Schools As Employment Agencies

by Type of Area (Superintendents)

Type Area	Percent Agree
Urban	51.4%
Suburban	42.5%
Rural	23.7%

The differences were significant beyond the .0001 level when the chi square test was applied.

. Superintendents were progressively more likely to agree as number of students increased:

Table 18

Secondary Schools As Employment Agencies

By Enrollment of School Districts

(Superintendents)

ADA	Percent Agree
5,000 or less	24.5%
5,001 to 12,500	48.7%
12,501 to 25,000	52.0%
25,001 or more	68.4%

. Better educated superintendents were more likely to agree.

Table 19

Secondary Schools As Employment Agencies

By Level of Education of Superintendents

Degree	Percent Agree
B.A.	0%
M.A.	26.7%
Ed.D.	54.3%
Ph.D.	42.3%

G. Vocational Educator Responsibility for Placing Students in Training Related Jobs

On the four point agree-disagree scale, superintendents responded to this statement: "Vocational educators are responsible for students until they are successfully placed in training-related jobs." Nearly 44% were in agreement with this statement.

Table 20

Vocational Educator Responsibility to Students

(Superintendents)

Response Category	Percentage of Response
Strongly agree	5.8%
Agree	37.8%
Disagree	43.1%
Strongly disagree	13.3%

The same pattern of group differences as rated in E and F of this section generally holds in analyzing this question:

- Urban superintendents are much more likely (Differences significant at .0001 level) than suburban or rural counterparts to agree (71.1%, 53.2%, and 40.0% respectively).

- Larger school districts are more likely to agree. In fact, only in cases of school districts of less than 5,000 ADA was the percentage less than 50%:

Table 21

Vocational Educator Responsibility to Student

By Enrollment of School District (Superintendents)

ADA	Percent Agree
5,000 or less	41.5%
5,001 to 12,500	50.0%
12,5001 to 25,000	72.0%
25,001 or more	68.4%

Differences were significant at the .0019 level.

Table 22

Job Placement Included in Definition of

Vocational Education

(Superintendents)

Response Category	Percentage of Responses
Strongly agree	9.6%
Agree	54.7%
Disagree	25.4%
Strongly disagree	10.3%

Strongest agreement for such a redefinition of vocational education was from urban superintendents/those in larger districts. It was a strongly held view, regardless of education or other factors.

This level of support for such a definitional change is sizable enough to warrant further study of the implications such a change would have on current vocational programs.

Need for Placement Program Summary

There appears to be considerable support for having placement play a more prominent role in the total educational scheme. Approximately half of the superintendents feel there is a need for a job placement program, and almost universal support for the concept that all students, and not just vocational students, should receive placement services. The need seems most apparent in the larger urban school districts, but there would appear to be a latent need for specially designed placement programs in many rural areas. That "job placement should be included within the definitions of vocational education" is also a widely shared belief.

Benefits of Job Placement Program

The research was designed to investigate the perceived benefits of job placement programs. A series of questions was asked to ascertain program benefits in terms of:

A. Influence on getting students to remain in school.

B. Benefits to useful homemaking students.

C. Improvements resulting from placement programs vis a vis.

1. enthusiasm of students
2. enthusiasm of teachers
3. relevance of training to real world working conditions
4. cooperation of employers
5. cooperation of unions
6. vocational skill of students
7. quality of training material
8. counseling
9. placement of students
10. follow-up and follow-through of former students
11. job success of students
12. coordination and direction

13. accountability reporting and evaluation

14. administrative support of the program

The findings for each benefit element are detailed below.

A. Influence on Getting Students to Remain in School

1. Superintendents - This group was asked, "In your judgement, would a placement program influence some students to remain in school?" Sixty-three percent (63%) of the respondents answered this question in the affirmative. This appears to be a strong endorsement for some type of placement program.

In order to further analyze the responses, various subgroups' answers were compared to see if group differences existed. Major findings were:

. Regardless of whether respondents represented rural, suburban, or urban districts, a majority felt such a program would have a positive influence. Suburban superintendents were most positive (75%), followed by urban (69%), then rural (60%) respondents. The differences were significant beyond the .01 level.

. District size made some difference in the response to this question:

Table 23

Influences Students to Remain in School

By Enrollment of School District

(Superintendents)

ADA	Percent Agree
5,000 or less	60.4%
5,001 to 12,500	76.3%
12,501 to 25,000	81.8%
25,001 or more	78.9%

These differences were significant at the .02 level.

. Superintendents with 6 to 19 years experience were significantly less likely (though still in the majority) to respond positively.

It appears that some superintendents who do not feel a need for placement programs nevertheless perceive that important benefits would occur to students if such a program were adopted.

2. Vocational Administrators - Eighty-six percent (86%) of this group felt such a program would be a deterent to students quitting school.

Some groups are more likely than average to feel the influence would be a positive one:

. Those in smaller [illegible],000 or less ADA) as well as larger (12,500 ADA or more) districts (.06 level of significance).

. Those with more than 50% of the students' families below $8,000 annual income (93% compared to 87% among these with less than 50% at the $8,000 income level).

. Those with a larger number of toal vocational education units being taught.

. Those with bachelor's and master's degrees are more likely than those with doctorates to feel this way.

3. Placement Program Personnel - Placement program respondents were asked, "In your judgement, has the placement program influenced some students to remain in school?" Seventy-eight percent (78%) gave a positive response to the question.

Such overwhelming positive response leaves little in the way of variability to be accounted for by participant subgroups. Nevertheless, sor differences between subgroups did emerge from the data.

. Vocational counselors were less likely to believe placement programs had influenced students to remain in school:

Table 24

Influenced Students to Remain in School

By Position of Placement Program Personnel

Position	Percent Agree
Secondary Placement Coordinator	93%
Vocational Counselor	60%
Post-Secondary Placement	100%

. By area, suburban schools were more likely to view placement programs as an influencing factor of enticing students to remain in school:

Table 25

Influenced Students to Remain in School

by Area of School District

(Placement Programs)

Area	Percent Agree
Rural	67%
Suburban	90%
Urban	70%

. With a decrease in the average daily attendance rate of schools, a more perceived belief that placement programs were responsible for students remaining in school occurred.

Table 26

Influenced Students to Remain in School

by Enrollment of School District

(Placement Programs)

ADA	Percent Agree
5,000 or less	100%
5,001 to 12,500	86%
12,5001 to 25,000	71%
25,ool or more	67%

. The total number of vocational teaching units available made some differences in the response to this question:

Table 27

Influenced Students to Remain in School

by Total Number of Vocational Teaching Units

(Placement Programs)

Total Number of Vocational Teaching Units	Percent Agree
1-24	83%
25-54	89%
55-74	50%
75 or more	100%

Males were more likely to give an affirmative response to the question (89%) than females (40%).

In summary, more than three-fourths of the placement program personnel had experienced how placement programs can influence some students who are potential dropouts to remain in school. In one large school district, it was estimated the program had been responsible for 82 students remaining in school during the 1975-76 school year. Other programs cited examples of how students were placed on a job allowing for them to continue their education and, also, add to the family income. It appears, placement programs have been an influencing factor on getting students to remain in school.

B. Benefits to Useful Homemaking Students

1. Superintendents - The group was asked whether they felt useful homemaking students could benefit from a placement program. As already indicated in this chapter, Need for Job Placement Program, Section D1 of this report, 75% said they would.

2. Vocational Administrators - As indicated in a previous discussion (Chapter IV, Need for Job Placement Program, Section D2), 76% of this group feel benefits would come to useful homemaking students as a result of placement programs.

   Those with doctorate degrees, particularly the few Ph.D., (.02 level) were less likely to feel placement programs would benefit such students.

3. Placement Program Personnel - Eighty-seven percent (87%) of the respondents believe useful homemaking students could benefit from a placement program as already detailed in Chapter IV, Need for Job Placement Program, Section D3 of this report.

C. Improvement Resulting From Placement Program

On a five-point scale, superintendents and vocational administrators were asked to "rate the amount of improvement that would occur in the following areas if a placement program were implemented in your school district." Placement program personnel were asked to "rate the amount of improvement that has occurred in the following areas since implementation of the placement program" using the same five-point scale. The scale ranged from "no improvement" to "some improvement" to "definite improvement." A total of 14 areas was presented to the respondents. Findings relative to each statement are treated below.

In 13 of the 14 cases (the exception being "cooperation of unions) 90% or more of the superintendents and vocational administrators felt improvement would result from implementation of a placement program. Ninety-four percent (94%) of all placement program personnel believed improvement had occurred as a result of the placement program in all

cases with the exception of "cooperation of unions" and "quality of training materials."

For these scaler questions, means were calculated to aid in analyzing the data. Along with selected percentages, the data provides some valuable insights into the perceived benefits of placement programs. The higher the mean, the greater the perceived improvement.

The table on the following page summarizes the mean scores for each statement as well as the average mean score for each group. The average mean score reveals that placement program personnel tend to rate actual improvement much higher than vocational administrators or superintendents estimated expected improvements on the same items. The average means (on a scale of 1 being No Improvement and 5 being Definite Improvement) were: placement program personnel, 3.99; vocational administrators, 3.74; and superintendents, 3.22.

1. Enthusiasm of Students

   a. Superintendents: Compared to other benefits, improvement in student enthusiasm was ranked 12th. Nearly half felt there would be some improvement, and 33% ranked student enthusiasm a "4" or "5" on the benefit scale.

   b. Vocational Administrators: Among this group, the benefit was ranked tenth, with a mean score of 3.70. Fifty-six percent (56%) rated this a "4" or "5" on the five-point scale.

   c. Placement Personnel: Enthusiasm of students rated a mean score of 4.00 placing it in a three-way tie for ninth ranking position along with "enthusiasm of teachers" and "relevance

Table 28

Perceived Improvements Resulting From

Job Placement Programs

(Scale of 1 to 5)

Statement	Mean Scores					
	Superintendents		Vocational Administrators		Placement Program Personnel	
	Mean	Ranking	Mean	Ranking	Mean	Ranking
1. Enthusiasm of students	3.09	12	3.70	10	4.00	9
2. Enthusiasm of teachers	3.01	13	3.57	12	4.00	9
3. Relevance of training to real-world working conditions	3.30	3	3.85	6	4.00	9
4. Cooperation of employers	3.29	10	3.86	5	4.11	4
5. Cooperation of unions	2.44	14	2.99	14	3.13	14
6. Vocational skills of students	3.31	9	3.67	11	3.70	12
7. Quality of training materials	3.17	11	3.31	13	3.47	13
8. Counseling	3.36	4	3.78	9	4.11	4
9. Placement of students	3.48	1	4.21	1	4.66	1
10. Follow-up and follow-through of former students	3.40	2	4.02	2	4.11	4
11. Job success of students	3.34	6	3.79	8	4.05	7
12. Coordination and direction	3.32	8	3.90	4	4.27	2
13. Accountability reporting and evaluation	3.33	7	3.93	3	4.23	3
14. Administrative support of the program	3.36	4	3.84	7	4.05	7
MEAN AVERAGE	3.22	3	3.74	2	3.99	1

of training to real-world working conditions" in relation to the amount of improvement that had occurred in various areas since the implementation of a placement program. Nearly three-fourths (72%) of the respondents ranked it "4" or "5" on the improvement scale.

2. Enthusiasm of Teachers

   a. Superintendents: Except for "cooperation of unions" the 3.01 mean score was the lowest ranking by the superintendents.

   b. Vocational Administrators: This was scored a 3.57 much higher than that given by the superintendent, but in twelfth place among vocational administrators. Slightly more than half the respondents gave this expected program outcome a "4" or "5" rating.

   c. Placement Personnel: Enthusiasm of teachers received a mean score of 4.00. Seventy-eight percent (78%) of the respondents rated it a "4" or "5" on the scale.

3. Relevance of Training to Real-World Working Conditions

   a. Superintendents: The mean rating was third highest of the 14 benefits listed. This matter of relevance appears to be a crucial element, one which superintendents perceive a great deal of benefit from.

   b. Vocational Administrators: The 3.85 mean score was the sixth highest rating by this group, with two-thirds giving a score of "4" or higher.

c. Placement Personnel: Seventy-eight percent (78%) of the responding population rated the "relevance of training to real-world working conditions" a "4" or "5" indicating substantial improvement in this area. The mean score was 4.00.

4. Cooperation of Employers

a. Superintendents: With a mean score of 3.21, this area ranked tenth in the amount of improvement to be expected.

b. Vocational Administrators: The 3.86 was the fifth highest score given by this group. It corresponds closely to the ranking given by placement personnel. Seventy-one percent (71%) rated this a "4" or "5".

c. Placement Personnel: "Cooperation of employers" ranked fourth along with "counseling" and "follow-up and follow-through of former students" in the benefit areas. The mean score was 4.11. Fourty-four percent (44%) of this group gave it the highest rating on the scale; a "5".

5. Cooperation of Unions

a. Superintendents: This group feels the least amount of improvement will be that of union cooperation: the mean score was 2.44.

b. Vocational Administrators: This group also gave the lowest rating to union cooperation. The 2.99 was the only item for this group to fall below "3", which is indicative of "some improvement."

c. Placement Personnel: Placement programs experienced the least amount of improvement in the area of union cooperation. Nonetheless, a mean score of 3.13, above the mid-point on the scale, indicates better than "some improvement" had taken place in this area for most of the programs.

6. Vocational Skills of Students

a. Superintendents: The mean score of 3.31 placed this element ninth as an element that would be improved through a placement program.

b. Vocational Administrators: At 3.67, this item ranked eleventh by this group. Fifty-nine percent (59%) scored this item a "4" or "5".

c. Placement Personnel: Placement program personnel ranked "vocational skills of students" as twelfth in the areas of improvement that had occurred with the inclusion of a placement program in the school. It received a mean rating of 3.70.

7. Quality of Training Materials

a. Superintendents: This group ranked training material quality eleventh, with a mean score of 3.17.

b. Vocational Administrators: Training material was ranked thirteenth by this group, with a mean score of 3.31. Still, 47% gave it a score of "4" or more.

c. Placement Personnel: With a mean rating of 3.47, improvements in the area of "quality of training materials" ranked thirteenth.

Six percent (6%) of the respondents did not perceive any improvement in this area as a result of the placement program.

8. Counseling

a. Superintendents: The mean score of 3.36 was tied for fourth highest by the superintendents. Improvement in the area of counseling is perceived quite strongly as a major benefit of adopting a job placement program.

b. Vocational Administrators: While superintendents and placement personnel ranked this item fourth, it was ninth for vocational administrators. However, the mean score of 3.78 was still .42 points higher than the mean score by the superintendents.

c. Placement Personnel: A mean score of 4.11 tied this area of improvement with "cooperation of employers" and "follow-up and follow-through of former students" for fourth ranking position among the 14 areas. Seventy-two percent (72%) of the respondents rated it a "4" or "5" on the five-point scale.

9. Placement of Students

a. Superintendents: This was perceived as the strongest benefit from implementation of a job placement program. This is not unexpected, since this element really constitutes the "bottom line" of such a program. It scored a 3.48 on the scale.

b. Vocational Administrators: This was also the number one ranked item by vocational administrators, at 4.21. Eighty-three percent of this group scored it "4" or "5".

c. Placement Personnel: Placement of students is the overriding objective of a placement program. All placement personnel gave improvements in the area of student placement a "4" or "5" rating for a mean score of 4.66.

10. Follow-Up and Follow-Through of Former Students

a. Superintendents: Next to job placement itself, program elements which enable educators to work with and track progress of former students was ranked highest (mean score 3.40). This is an element which, in the absence of a formally organized job placement program, would seem to be fairly difficult to achieve. Teachers or even counselors would be fairly hard-pressed to have an effective follow-up/follow-through program, primarily because it probably is not a requirement for them to be that involved. Implementation of a job placement program would go a long way toward effective achievement in this area.

b. Vocational Administrators: This received the second highest score by this group, 4.02, with 78% anticipating substantial improvements.

c. Placement Personnel: Follow-up and follow-through of former students is one of the best means of accountability of educational programs. With a mean rating of 4.11, this was perceived as an area of substantial improvement as a result of the placement program.

11. Job Success of Students

a. Superintendents: Ranked sixth, with a mean score of 3.34, job success of students is seen as a valuable benefit to be derived from a job placement program.

b. Vocational Administrators: While having a score of 3.79, it ranked eighth for this group. About two-thirds of this group scored it a "4" or better.

c. Placement Personnel: Seventy-two percent (72%) of the respondents rate this area a "4" or "5". The mean score was 4.05.

12. Coordination and Direction

a. Superintendents: Ranked eighth (with mean score of 3.32) the superintendents perceive there would be a marked improvement in this management-oriented area of concern. In the absence of a job placement program, such coordination and direction may necessarily suffer.

b. Vocational Administrators: Vocational Administrators scored this quite high--fourth place, with a score of 3.90. Seventy-eight percent rated it above average.

c. Placement Personnel: Respondents believe a more systematic approach toward the "coordination and direction" of activities had resulted since the implementation of the placement program. They ranked it second among the 14 areas of improvement for a mean score of 4.27.

13. Accountability Reporting and Evaluation

a. Superintendents: Ranked seventh (mean score of 3.33), program accountability would be injected with additional strength if a placement program were initiated. Reporting and evaluation functions, with a related lack of activity documentation, are usually the areas that suffer most when programs are not formalized. "Success" becomes very difficult to measure in such cases. Unfortunately, such reporting and evaluation are often conspicuously absent unless expectations have been established, and funding allowed for such activities.

b. Vocational Administrators: With a mean score of 3.93, this item was rated third in the amount of expected improvement.

c. Placement Personnel: This group ranked "accountability reporting and evaluation" as the third highest area of improvement as a result of the placement program. It received a mean score of 4.23.

14. Administrative Support of the Program

a. Superintendents: The mean score of 3.36 placed this element in a tie for fourth highest ranking with "counseling" (subsection 8 above).

b. Vocational Administrators: The group gave this a mean score of 3.84, which placed it seventh in relation to other expected improvements.

c. Placement Personnel: Administrative support is necessary for the success of any program. Placement personnel perceived the benefits of the program had been influential in achieving this needed support. They gave "administrative support of the program" a mean rating of 4.05.

Benefits of Job Placement Programs Summary

The overriding impression from these results is one of strongly favorable attitudes toward the advantages a placement program could provide for both students and school systems. Judged solely in terms of perceived improvements, a job placement program would be an added asset to a school system.

Criteria Standardization

A. The Need

Educational administrators are charged with the responsibility of providing for the extensive and rapidly changing educational needs of a growing population within the limits of available resources. Taking this as fact, there becomes a need to prioritize expenditures of these limited resources.

Although employability skill development and job placement programs are viewed by educators as a vital and beneficial part of the total public school program, due to the limitation of funds factor, program planning and development must be structured to facilitate adaption of serving the majority of the population who can benefit the most.

B. Establishment of Criteria

Based upon the data, the following issues for consideration when applying for or approving the establishment of an employability skill development and job placement program are being suggested:

1. Likelihood of administrative support (such as from public school superintendents)

2. Availability of facilities (such as vocational staff, supportive staff assistance, and needed facilities, supplies, and equipment)

3. Areas with highest drop-out rate

4. Areas this study seem to show greatest need:

   a. Urban areas

   b. Larger school districts (But not restricted to these areas - strong support was also evidenced in smaller, suburban, and rural areas.)

5. The availability of vocational teaching units

6. Schools demonstrating other areas of need - low placement, etc.

7. Commitment of local school districts to provide partial funding.

8. Districts willing to abide by state guidelines to insure a uniform effort; guidelines would include:

   . organizational setup

   . district commitment for long-term program; willingness to follow all steps toward total implementation.

A P P E N D I X A

Research Methodology

Research Methodology

Approach

North Texas State University's methodology for carrying out the study was based on an approach which identified three areas of inquiry:

- Survey of public school superintendents
- Survey of public school occupational program vocational administrators
- Assessment of existing job placement programs

1. Survey of Public School Superintendents

   The purpose of the superintendent survey was to provide an overview of how employability skill development and job placement services are perceived by top-level administrators.

2. Survey of Public School Occupational Program Vocational Administrators

   The major purpose of the survey was to obtain vocational administrators' perceptions of what constitutes a need or demand for employability skill development and job placement services.

3. Assessment of Existing Placement Programs

   The purpose of the survey was to measure job placement effectiveness of existing placement programs.

Study Design

Due to the large number of unknown factors associated with a research study of this nature, the initial phase was spent formulating a viable study design.

The project director and project coordinator consulted with experts in placement activities to develop a list of variables and a preliminary set of relationships involving placement programs and vocational administrators.

The dominate tasks of this initial step was the development of a project sample and the development of instruments for assessing the needs, demands, and accountability of placement programs.

Sample Design

An attempt to interview all public school superintendents, public school occupational program vocational administrators, and existing placement program personnel throughout the state was undertaken.

Instrument Development

Since the questionnaire is the basic tool for obtaining accurate and complete data, close cooperation and coordination between those with interest in the study was essential in developing the basic survey instruments. Several sessions were conducted with the project director, project coordinator, data processing consultant, and placement program representative from the Texas Education Agency in attendance to assure all project objectives were being accomplished.

Separate questionnaires were developed for the three target groups. (See Appendix D.) There were many considerations involved in constructing the instruments. The questions had to be worded so they were clearly understood and arranged so they followed each other naturally in order to obtain objective answers without predisposing the respondents' thinking. To avoid respondent fatigue, at which point the validity of the information becomes

questionable, the length of the questionnaire was another prime consideration. The superintendent and vocational administrator questionnaire was approximately five (5) minutes in length while the placement program questionnaire took approximately 20 minutes to complete. Considerable effort was taken to keep the common areas of inquiry the same for all instruments.

Three types of questions were included in the interview schedules:

1. Questions relating to the placement program activities being investigated
2. Usual demographic information
3. Questions which tap attitudinal and personality factors

Data Collection

Proper organization of the field effort made possible the success of the data collection task within the time permitted.

Job placement program personnel received their questionnaires at the conclusion of an inservice training program which was being conducted for persons with responsibilities for employability skill development and job placement services in May, 1976. At this time, the purpose of the study was explained and they were asked to complete the questionnaire and return to NTSU. Respondents who had not returned their questionnaire within 10 days received a telephone call and the importance of their inputs toward the study was stressed. The major purpose of their participation in the study prior to the data collection effort of the superintendents and vocational administrators was to receive their inputs and concerns before the development of the superintendent and vocational administrator survey instruments.

During the first week in June, 1976, all superintendents and vocational administrators received a mailout questionnaire, return stamped envelope, and a cover letter outlining the objectives of the study and soliciting their cooperation. Respondents who had not returned their completed questionnaires within a two-week period received a letter (see Appendix E) stressing the importance of their participation along with another copy of the questionnaire.

Data Reduction

All data was edited, coded, keypunched and then tabulated. Control procedures were delineated and tests for coder consistency and reliability were made.

Data processing consisted of keypunching and verifying the data, generating raw data, cleaning the raw data for out-of-range values, developing a final copy ready for logic cleaning to identify substantive errors that may have occurred in the coding or keypunching process, and documentation of the data.

A P P E N D I X B

Sample Description

Sample Description

The universe of interest in the study was: all public school supe intendents, all vocational administrators of occupational programs, and all placement program personnel throughout the State of Texas. North Texas State University selected to interview all respondents in the universe of interest.

Interviews were completed by a total of 1,019 of the 1,424 respondents in the sample (see Appendix C). A more detailed description of the respondent groups is presented on the following pages (Tables 29 through 34) by personal and school characteristics of each population group responding to the interview.

Table 29

Public School Superintendents Personal Characteristics

	Respondent Base*	Percentage
Aggregate	816	100
Number of Years in Educational Field		
Less than 5 years	6	1
6-19 years	225	28
20-34 years	481	61
35 or more years	81	10
Highest Degree		
Bachelor's	14	2
Master's	681	88
Ed.D.	49	6
Ph.D.	28	4
Sex		
Male	757	98
Female	12	2

*Subgroup total may not equal aggregate base due to nonresponses.

Table 30

Vocational Administrators of Occupational

Programs Personal Characteristics

	Respondent Base*	Percentage
Aggregate	180	100
Position		
Vocational Director	154	87
Vocational Supervisor	4	2
Vocational Counselor	18	10
Vocational Teacher	2	1
Number of Years in Education		
Less than 5 years	5	3
6-19 years	87	49
20-34 years	73	41
35 or more years	13	7
Highest Degree		
Bachelor's	8	5
Master's	157	89
Ed.D.	6	3
Ph.D.	6	3
Sex		
Male	165	94
Female	11	6

*Subgroup total may not equal aggregate base due to nonresponses.

Table 31

Placement Programs Personal Characteristics

	Respondent Base	Percentage
Aggregate	23	100
Position		
Secondary Placement Coordinator	14	61
Vocational Counselor	5	22
Post-Secondary Job Placement	2	9
OTHER	2	9
Number of Years in Educational Field		
Less than 5 years	4	17
6-19 years	15	65
20-34 years	4	17
35 or more years	0	0
Highest Degree		
Bachelor's	4	17
Master's	18	78
Ed.D.	0	0
Ph.D.	1	4
Age		
Less than 30 years	3	13
36-40 years	8	35
46-53 years	10	44
51-60 years	2	9
Sex		
Male	18	78
Female	5	22

Table 32

Public School Superintendents School Characteristics

	Respondent Base*	Percentage
Aggregate	816	100
District		
Rural or small town	645	81
Suburban	112	14
Urban	39	5
Average Daily Attendance (ADA)		
5,000 or less	715	89
5,001-12,500	43	5
12,501-25,000	25	3
25,001 or more	19	2
Income Level of District		
50% or more earn less than $8,000 per year	244	31
49% or less earn less than $8,000 per year	546	69
Vocational Administrators		
Vocational Director	176	22
Vocational Supervisor(s)	68	8
Vocational Counselor(s)	230	28

*Subgroup total may not equal aggregate base due to nonresponses.

Table 33

Vocational Administrators of Occupational

Programs School Characteristics

	Respondent Base*	Percentage
Aggregate	180	100
District		
Rural or small town	83	47
Suburban	58	33
Urban	34	19
Average Daily Attendance (ADA)		
5,000 or less	97	55
5,001-12,500	40	23
12,501-25,000	26	15
25,001 or more	13	7
Total Number Vocational Teaching Units		
1-24 units	120	68
25-54 units	39	22
55-74 units	7	4
75 or more units	11	6
Income Level of District		
50% or more earn less than $8,000 per year	43	25
49% or less earn less than $8,000 per year	127	75
Vocational Administrators		
Vocational Director	158	88
Vocational Supervisor(s)	49	27
Vocational Counselor(s)	154	86

*Subgroup total may not equal aggregate base due to nonresponses.

Table 34

Placement Programs

School Characteristics

	Respondent Base *	Percentage
Aggregate	23	100
District		
Rural or small town	3	13
Suburban	10	44
Urban	10	44
Average Daily Attendance (ADA)		
5,000 or less	3	13
5,001-12,500	7	30
12,501-25,000	7	30
25,001 or more	6	26
Total Number Vocational Teaching Units		
1-24 units	6	27
25-54 units	9	41
55-74 units	4	18
75 or more units	3	14
Vocational Administrators		
Vocational Director	22	96
Vocational Supervisor(s)	17	74
Vocational Counselor(s)	21	91

*Subgroup total may not equal aggregate base due to nonresponses.

A P P E N D I X C

Sample Recovery

APPENDIX C

Sample Recovery

An overall recovery rate of 72% was achieved on the study. Additional interviews were received after the tabulation process of the study had been completed and, therefore, could not be included in the total results and overall sample recovery rate.

The high response rate, with only one follow-up attempt, does provide an indication of educator interest for accountability of the educational system in Texas. The following table displays the overall sample recovery rate by target groups in the Job Placement Services Research Study.

Table 35

Job Placement Services Research Study

Sample Recovery

	Original Sample	Completed Interviews	Overall Recovery %
Public School Superintendents	1,156	816	71
Public School Occupational Programs Vocational Administrators	236	180	76
Job Placement Programs			
Public Schools with Placement Programs	15	13	87
Public Schools Providing Placement Services	17	10	59
TOTAL	1,424	1,019	72

A P P E N D I X D

Survey Instruments

S U P E R I N T E N D E N T S

North Texas State University
Department of Occupational Education
P.O. Box 6711
N. T. Station
Denton, Texas 76203

June 4, 1976

Dear Superintendent:

In cooperation with the Department of Occupational Education and Technology, Texas Education Agency, North Texas State University is conducting a study to identify the needs and demands for placement programs. As an educational administrator, we need your input on this subject.

Please help us by completing this questionnaire. All the information that you provide will be confidential; your name will never be published or associated in any way with your individual answers.

Thank you in advance for you assistance. If you have any questions or if I can be of service, please feel free to contact me.

Sincerely,

Pat N. McLeod

Dr. Pat N. McLeod, Director
Job Placement Research Study
North Texas State University

Name_____

Local Education Agency_____

Address_____

_____

Funded by:

Department of Occupational Education and Technology
Texas Education Agency

1. How would you classify the area of service of your school district?

   Rural or small town 1

   Suburban 2

   Urban 3

2. What is the average daily attendance of your school district?

   5,000 or less 1

   5,001 to 12,500 2

   12,501 to 25,000 3

   25,001 or more 4

3. What percent of your student body come from families at or below the income level of $8,000?

   0% 1

   1-9% 2

   10-19% 3

   20-29% 4

   30-39% 5

   40-49% 6

   50-59% 7

   60-69% 8

   70-79% 9

   80-89% 10

   90-100% 11

4. Does your school district employ the following vocational administrators?

	Yes	No	How Many?
Vocational Direcotr	1	2	_____
Vocational Supervisor	1	2	_____
Vocational Counselors	1	2	_____

5. Do you believe there is a need for a Job Placement Program in your school district?

Yes 1

No 2

5a. Why?_____

_____

_____

6. In your judgement, would a placement program influence some students to remain in school?

Yes 1

No 2

7. In your opinion, what students should receive placement services?

All students 1

Vocational students only 2

8. Do you believe useful homemaking students could benefit from a placement program?

Yes 1

No 2

9. On a 5 point scale, please rate the amount of improvement that would occur in the following areas if a placement program were implemented in you school district

	No Improvement		Some Improvement		Definite Imrpovement
a. Enthusiasm of students	1	2	3	4	5
b. Enthusiasm of teachers	1	2	3	4	5
c. Relevance of training to real-world working conditions	1	2	3	4	5
d. Cooperation of employers	1	2	3	4	5
e. Cooperation of unions	1	2	3	4	5

9. (Continued)	No Improvement		Some Improvement		Definite Improvement
f. Vocational skill of students	1	2	3	4	5
g. Quality of training materials	1	2	3	4	5
h. Counseling	1	2	3	4	5
i. Placement of students	1	2	3	4	5
j. Follow-up and follow-through of former students	1	2	3	4	5
k. Job success of students	1	2	3	4	5
l. Coordination and direction	1	2	3	4	5
m. Accountability reporting and evaluation	1	2	3	4	5
n. Administrative support of the program . .	1	2	3	4	5

10. Please indicate whether you strongly agree, agree, disagree, or strongly disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The next thing that I think is going to happen in every school in this country is the development of full-time employment services for every boy and girl in school.	1	2	3	4
b. Every secondary school should be an employment agency.	1	2	3	4
c. Vocational educators are responsible for students until they are successfully placed in training-related jobs.	1	2	3	4
d. Job placement should be included within the definition of vocational education	1	2	3	4

Now, a few final questions for statistical purposes:

11. How many years have you been involved in the field of education?

Number of years_____

12. What is the highes degree you have earned?

Bachelor's 1

Master's 2

Ed.D. 3

Ph.D. 4

13. Sex:

Male 1

Female 2

14. Do you have any comments or suggestions concerning Job Placement Programs?

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE!

VOCATIONAL ADMINISTRATOR

North Texas State University
Department of Occupational Education
P.O. Box 6711
N. T. Station
Denton, Texas 76203

June 4, 1976

Dear Vocational Administrator:

In cooperation with the Department of Occupational Education and Technology, Texas Education Agency, North Texas State University is conducting a study to identify the needs and demands for placement programs. As an educational administrator, we need your input on this subject.

Please help us by completing this questionnaire. All the information that you provide will be confidential; your name will never be published or associated in any way with your individual answers.

Thank you in advance for your assistance. If you have any questions or if I can be of service, please feel free to contact me.

Sincerely,

Pat N. McLeod

Dr. Pat N. McLeod, Director
Job Placement Research Study
North Texas State University

Name_____

Local Education Agency_____

Address_____

_____

Funded by:

Department of Occupational Education and Technology
Texas Education Agency

1. What is your position?

   Vocational Director 1

   Vocational Supervisor 2

   Vocational Counselor 3

   Other (Please Specify) _____ 4

2. How would you classify the area of service of your school district?

   Rural or small town 1

   Suburban 2

   Urban 3

3. What is the average daily attendance of your school district?

   5,000 or less 1

   5,001 to 12,500 2

   12,501 to 25,000 3

   25,001 or more 4

4. What percent of your student body come from families at or below the income level of $8,000?

   0% 1

   1-9% 2

   10-19% 3

   20-29% 4

   30-39% 5

   40-49% 6

   50-59% 7

   60-69% 8

   70-79% 9

   80-89% 10

   90-100% 11

5. The main person providing job placement services in your school is: (circle only one)

Vocational Director 1

Vocational Supervisor 2

Vocational Counselor 3

Vocational Teachers 4

Services not provided at this time 5

6. Do you believe there is a need for a job placement program in your district?

Yes 1

No 2

6a. Why?_____

_____

_____

7. How many vocational teaching units are available including useful homemaking units?

Total number of teaching units_____

8. How many of these teaching units are:

	Number of Units
Useful homemaking programs	____
Cooperative programs	____
Pre-employment programs	____

9. Do you believe useful homemaking students could benefit from a placement program?

Yes 1

No 2

10. Does your school district employ the following vocational administrators?

	Yes	No	How Many?
Vocational Director	1	2	___
Vocational Supervisor	1	2	___
Vocational Counselors	1	2	___

11. Do you consider the organization and staffing of your school adequate for the achievement of your placement goals and objectives?

Yes 1

No 2

12. When matching students with jobs, what percentage of emphasis is based on: (percentage should add up to 100%):

	%
Area of training	___
Tests	___
Grade point average	___
Counselor recommendations	___
Student desires	___
Other (please specify)_____	___
TOTAL PERCENTAGE	___

13. During this school year (1975/76), what percentage of students were placed in an employment situation that was: (percentage should add up to 100%):

	%
In the area of their training	___
In a related area of their training	___
In an area not related to their training	___
Placed by were not trained	___
Not placed but trained	___
Not placed, no training	___
TOTAL PERCENTAGE	___

14. In your judgement, would a placement program influence some students to remain in school?

Yes 1

No 2

15. In your opinion, what students should receive placement services?

All student 1

Vocational students only 2

16. On a 5 point scale, please rate, in your opinion, the amount of improvement that would occur in the following areas if a placement program were implemented in your school district.

	No Improvement		Some Improvement		Definite Improvement
a. Enthusiasm of students	1	2	3	4	5
b. Enthusiasm of teachers	1	2	3	4	5
c. Relevance of training to real-world working conditions	1	2	3	4	5
d. Cooperation of employers	1	2	3	4	5
e. Coperation of unions	1	2	3	4	5
f. Vocational skill of students	1	2	3	4	5
g. Quality of training materials	1	2	3	4	5
h. Counseling	1	2	3	4	5
i. Placement of students	1	2	3	4	5
j. Follow-up and follow-through of former students	1	2	3	4	5
k. Job success of students	1	2	3	4	5
l. Coordination and direction	1	2	3	4	5
m. Accountability reporting and evaluation	1	2	3	4	5
n. Administrative support of the program . .	1	2	3	4	5

Now, a few final questions for statistical purposes:

17. How many years have you been involved in the field of education?

    Number of years _____

18. What is the highest degree you have earned?

    Bachelor's 1

    Master's 2

    Ed.D. 3

    Ph.D. 4

19. Sex:

    Male 1

    Female 2

20. Do you have any comments or suggestions concerning Job Placement Programs?

    _____

    _____

    _____

THANK YOU FOR YOUR ASSISTANCE!

PLACEMENT PROGRAM

North Texas State University
Department of Occupational Education
Denton, Texas
May 1976

Interview #_____

JOB PLACEMENT PROGRAM QUESTIONNAIRE

NTSU is conducting a study to identify the needs and demands for Placement Programs. We would like your inputs on this subject since you are most familiar with the activities and services the program provides.

Please help us by completing the questionnaire. All the information that you provide will be confidential; your name will never be published or associated in any way with your individual answers.

Name _____

Local Education Agency _____

Address _____

_____

Date Job Placement Program Implemented _____

Funded by:

Department of Occupational Education and Technology

Texas Education Agency

1. What is your position?

   Secondary Placement Coordinator 1

   Vocational Counselor 2

   Post-Secondary Job Placement 3

   Other (Please specify) 4

2. How would you classify the area of service of your school district?

   Rural or small town 1

   Suburban 2

   Urban 3

3. What is the average daily attendance of your school district?

   5,000 or less 1

   5,001 to 12,500 2

   12,501 to 25,000 3

   25,001 or more 4

4. How many vocational teaching units are available, including useful homemaking units?

   Total Number of Teaching Units _____

5. How many of these teaching units are: Number of Units

   Useful Homemaking Programs _____

   Cooperative Programs _____

   Pre-employment Programs _____

6. Do you believe useful homemaking students could benefit from a placement program?

   Yes 1

   No 2

7. Please explain _____

_____

_____

8. Does your school district employ the following vocational administrators?

	Yes	No
Vocational Director	1	2
Vocational Supervisor	1	2
If "yes" how many? _____		
Vocational Counselors	1	2
If "yes" how many? _____		

9. Do you consider the organization and staffing of your school adequate for the achievement of your placement goals and objectives?

Yes 1

No 2

10. If "no" what could be done organizationally to make it adequate?

_____

_____

_____

11. What goals or objectives have suffered because of inadequate organization or staff?

_____

_____

_____

12. What percent of your student body come from families at or below the income level of $18,000?

0% 1

1-9% 2

10-19% 3

20-29% 4

30-39% 5

40-49% 6

50-59% 7

60-69% 8

70-79% 9

80-89% 10

90-100% 11

13. What community resources for meeting student needs are available in your school district?

_____

_____

_____

14. What community resources have you used since being in your placement position?

_____

_____

_____

15. Which of these resources were being utilized prior to the Placement Program?

_____

_____

_____

16. What are the primary manpower needs or employement opportunities in your area?

_____

_____

_____

17. What methods of obtaining manpower needs data do you use?

_____

_____

_____

18. What methods were being used to obtain the data prior to the Placement Program?

Same 1

Different 2

19. If "Different" what have been the results?

_____

_____

_____

20. What procedures do you follow for making arrangements with employers?

_____

_____

_____

21. What procedures were being used prior to the Placement Program?

_____

_____

_____

22. These procedures were used by:

	Yes	No
Pre-employment Teachers	1	2
Counselors and/or Supervisors	1	2

Others (Please Specify) _____

23. When matching students with jobs, what percentage of emphasis is based on: (PERCENTAGE SHOULD ADD UP TO 100%)

	%
Area of training	___
Tests	___
Grade point average	___
Counselor recommendations	___
Student desires	___
Other (Please Specify) _____	___
Total Percentage	___

24. For the above categories, please check if this has always been the standard procedure or if it is a result of the Placement Program.

	Standard Procedure	Result of Placement Program
Area of training	_____	_____
Tests	_____	_____
Grade point average	_____	_____
Counselor recommendations	_____	_____
Student desires	_____	_____
Other (Please Specify) _____		
	_____	_____

25. During this school year (1975/76), what percentage of students were placed in an employment situation that was: (PERCENTAGE SHOULD ADD UP TO 100%)

	%
In the area of their training	____
In a related area of their training	____
In an area not related to their training	____
Placed but were not trained	____
Not placed but trained	____
Not placed, no training	____
Total Percentage	____

26. During last school year (1974/75), what percentage of students were placed in an employment situation that was: (PERCENTAGE SHOULD ADD UP TO 100%)

In the area of their training	____
In a related area of their training	____
In an area not related to their training	____
Placed but were not trained	____
Not placed but trained	____
Not placed, no training	____
Total Percentage	____

27. In your judgement, has the Placement Program influenced some students to remain in school?

Yes 1

No 2

28. If "Yes" could you cite specific examples; how many specific cases?

_____

_____

_____

29. In your opinion, should all students, both general education and vocational students, receive placement services?

Yes 1

No 2

30. Why?

_____

_____

_____

31. On a 5 point scale, with 1 being no improvement and 5 being definite improvement, please rate the amount of improvement that has occurred in the following areas since implementation of the Placement Program.

	No Improvement		Some Improvement		Definite Improvement
a. Enthusiasm of students	1	2	3	4	5
b. Enthusiasm of teachers	1	2	3	4	5
c. Relevance of training to real-world working conditions..	1	2	3	4	5
d. Cooperation of employees	1	2	3	4	5
e. Cooperation of unions	1	2	3	4	5
f. Intellectual ability of students	1	2	3	4	5
g. Vocational skill of students ...	1	2	3	4	5
h. Quality of training materials ..	1	2	3	4	5
i. Counseling	1	2	3	4	5
j. Placement of students	1	2	3	4	5
k. Follow-up and follow-through of former students	1	2	3	4	5
l. Job success of students	1	2	3	4	5
m. Coordination and direction	1	2	3	4	5

31. (Continued)	No Improvement		Some Improvement		Definite Improvement
o. Accountability reporting and evaluation	1	2	3	4	5
p. Administration support of the program	1	2	3	4	5

Now, a few more questions for statistical purposes:

32. How many years have you been involved in the field of education?

Number of years _____

33. What is the highest degree you have earned?

Bachelor's 1

Master's 2

Ed. D 3

Ph. D 4

34. What is your age?

Less than 30 years of age 1

30-35 2

36-40 3

41-45 4

46-50 5

51-60 6

Over 60 years of age 7

35. Sex:

Male 1

Female 2

36. What suggestions do you have for the improvement of the Job Placement Program?

_____

_____

_____

37. Write other questions and answers you feel should be considered in the administration of a questionnaire to other educators concerning Job Placement Programs.

_____

_____

_____

Thank You!

A P P E N D I X E

Follow-Up Contact Letter

North Texas State University
Denton, Texas 76203
Department of Education

June 21, 1976

Dear Colleague:

This is the second and final questionnaire sent to each Superintendent and Vocational Director in the State of Texas to try to identify the needs and demands for a placement program. We have received over sixty percent return from the first questionnaire. We sincerely hope you will take the time to participate in the study so the data collection will be as complete and valid as possible.

As before, the questionnaire is brief. Complete confidentiality concerning all responses will be maintained.

We would appreciate your response as soon as possible as we have a June 30, 1976 deadline to meet. If you have already returned a questionnaire, please disregard this second mailing.

Thanking you in advance for your assistance.

Sincerely,

Pat N. McLeod

Dr. Pat N. McLeod, Director
Job Placement Research Study
North Texas State University

PNM:kg

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